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ABSTRACT

This training module is intended for individuals involved in the development and administration of learning centers for adult English-as-a-Second-Language (ESL) instruction. It focuses on the design of multimedia (ESL) learning centers and the equipment and materials used in them. It begins with a description of learning center models and issues to address in selecting one, including use of the models in existing program circumstances or use in expansion to serve new populations. Following this are exercises to aid ESL professionals in evaluation of software for language learning and integration of computer-assisted language learning (CALL) into ESL instruction. Finally, strategies for acquiring hardware and software efficiently and effectively are discussed. Appended materials include an overview of hardware options, descriptions of software types, an annotated list of practical references, a glossary of computer terms, information on software publishers and vendors, examples of curriculum type and content; and a variety of forms for recordkeeping. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 385 176

Designing a Multimedia ESL Learning Center

Participant Guide

written by

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Table of Contents

Module Objectives ii

Introduction 1

Learning Center Models 1

Evaluating Software for Language Learning 4

Implementing Technology into Instruction 8
- Part 1. Technology and Learners. 8
- Part 2. Support for Teachers Using Technology. 16

Planning for Effective Purchase of Hardware and Software 20
- Hardware 20
- Software 20

Appendix I 22
- Hardware Overview 23
- Software 26
  - Drill and Practice 26
  - Tutorial 26
  - Simulation and Game 26
  - Databases and Multimedia Encyclopedias 26
  - Applications Software 26
  - Reading programs 27
  - On-line Services 27
  - Commercial Services 28
  - Interactive Videodisc Programs 29
- Professional References 30
  - Some Journals 30
  - Resource Catalogs 30
  - Books on CALL 30
  - A book on PC basics 32
  - Books about the Internet 32
- Glossary of Computer Terms 34
- List of Software Publishers 37

Appendix II: Samples of Curricula 39

Appendix III: Keeping Records & Keeping Organized 40

Module Objectives

At the end of this workshop, participants will have:

- gained an understanding of different learning center models
- learned about different approaches for evaluating software for language learning
- developed strategies for implementing technology into the instructional delivery of an adult ESL program
- planned for effective purchase of hardware and software

Introduction

English as a Second Language (ESL) programs can enhance instructional services by providing computer assisted language learning (CALL) opportunities for students. With CALL and other technologies, it is possible to modify and develop services which are already in place for learners currently being served. It is also possible to expand services to new populations. This training module has been designed to help participants explore how CALL can be incorporated into ABE/ESL instructional delivery. Participants will:

- explore different learning center models
- discuss approaches for evaluating software for language learning
- develop strategies for implementing technology into instruction in adult ESL programs
- learn how to purchase hardware and software efficiently and effectively

This guide starts with a description of learning center models, complete with discussion questions. Participants will discuss how different model types could work in the program that they currently serve, or how, through use of CALL, current ESL program offerings could expand to new populations. Following this are exercises designed to aide ESL professionals in the evaluation of software for language learning. After examining sample software programs, participants will discuss ways in which they can work with staff to implement CALL into ESL instruction. Finally, participants will discuss strategies for acquiring hardware and software efficiently and effectively. Resources, such as an annotated list of reference books, journals, and guides, contact information for software publishers and vendors, an appendix on software types and a glossary of computer terms, are included at the end of this guide. Participants are encouraged to share resource lists with colleagues.

Learning Center Models

Wrigley and Guth (1992:93)[1] classify two common approaches to the use of computers and video technology in ABE/ESL: self-access and class-based models. It is also possible to combine elements of these into a hybrid model. The following chart illustrates examples of such models.

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[1]Wrigley, Heide Spruck and Gloria J. Guth. 1992. Bringing literacy to life: Issues and options in adult ESL literacy. San Mateo, CA: Aguirre International.

Self-Access	Classroom-Based	Hybrid
walk-in center - open- entry, open exit. Learners are tested and counseled at intake, and subsequently placed into a customized curriculum. They work primarily on their own, with coaching from teachers, lab assistants, and volunteers. Learner goals and progress are periodically revisited.	**whole class synchronous instruction.** - e.g. a *WordPerfect 6.0 Class*. This model presumes that one skill is being taught to everyone at the same time. There is little or no learner-learner interaction in such a setting. The purpose is not language practice or development per se, but transmission of a skill.	**workshop - learners of different ability levels who are in the same class work together on an objective, but then work at their own pace on subskills.** In the case of a multi-level VESL or workplace ESL class, learners may spend class time working on the same objective, e.g. requesting supplies orally, but then may spend time working on language skills independently or in small groups within the content area. Some learners may type memos of request, some may dictate a language experience approach story, some may work on pronouncing the names of supplies with the aid of a vocabulary program.
language lab - learners use the lab as a skills based supplement to classroom instruction. This approach is similar to traditional audio-lingual labs. There is a list of software and cassettes according to level, and these are given to students by an aide. There can be little or no interaction between staff and learners.	**small groups use a large electronic classroom or mini-lab to work on skills related to unit or lesson objectives.** Teachers plan activities that fit into an objective, and select software that learners can use within the context of working on the objective. For example, word processors can be used in working through assignments employing a process approach to writing. On-line reference sources can be used when learners are preparing oral reports. Tutorial software on job searches can be used in the context of learning about locating jobs in the U.S.	**language lab, with report back to classroom teacher.** For example, in a structured, short-term course such as a TOEFL preparation class, learners can focus on test-taking areas which they need to develop in the lab, keep track of their progress, and report back to their classroom teacher. Tutorial software approximates multiple choice reading tests quite well.
media library - A lab may have several multi-media and modem stations. Learners can access multi-media encyclopedias and dictionaries, as well as on-line resources at their leisure.	**writing lab with conferencing capabilities.** These types of writing centers are often seen in higher education labs. With specialized software, individuals can share text documents. Teachers are able to view student work on-line, while students are writing.	
learning corner - learners may have access to one computer (at the workplace, library, any non-school environment) which is outfitted with educational software, tapes, books, etc. Learners may access this independently or with a mentor/volunteer.		

Table 1: Examples of Learning Center Models in ABE/ESL

The needs of your educational program, staffing options, software and hardware availability will all play a role in selecting models to operate. One lab may run under many different models. With the right scheduling, it is possible to have classes and individuals use the lab for different purposes. Record-keeping practices, including:

- registration
- needs assessment
- placement
- evaluation

may differ, depending on how the learning center is used. For example, if the learning center houses a walk-in program, all learner records may be kept in the learning center. If the learning center is used as part of a class (as in the **language lab, with report back to classroom teacher**), learner records may be kept elsewhere. Sample records for a walk-in center are included in the appendix.

In addition to serving as an electronic classroom, the learning center can serve as a teacher productivity center - a place where teachers can use software to design handouts, download information from on-line services or Internet, use e-mail, or customize commercially available software programs for their classes.

Task: Deciding which learning center models fit your ABE/ESL program

Wrigley and Guth (1992:100) pose several questions to ABE/ESL administrators and teachers looking to integrate computer assisted language learning into program offerings. Some are listed below. Working in small groups, discuss these questions in light of your ESL program. Use Table 1 as a guide to envision learning center models that could work in your program. Be prepared to share with the whole group.

1. Do your ESL literacy learners want and need access to technology? How do you know? How could you find this out? How would such access be best provided?

2. Is available technology the best medium for teaching and learning, given the approach to ESL literacy your program supports?

3. How can you find experts to help you build your own capacity to understand and use technology effectively?

4. How can we acquire the resources necessary to maintain the technology path we have chosen?

Evaluating Software for Language Learning

In an article characterizing the state of research on computers and language learning, Chapelle (1990)[2] calls for a research approach which examines how learners use computers and computer programs rather than one which focuses on the type of software program (drill and practice, simulation and game) and expected speech outcomes. In other words, it is important to bear in mind the learner's focus in determining appropriate software for language development. Indeed, focus on the learner is important in all aspects of language teaching. Therefore, every aspect of planning a learning center, from selecting a program model to choosing software, must be done while keeping learner needs and goals in mind. The following two charts present two compatible techniques for evaluating software.

The first, from Wrigley and Guth (1992: 102-103), asks program administrators to take learner needs, goals, and preferences for working alone or with others into account when selecting software to purchase. In fact, these questions can be modified into a learning activity so that ESL students can assist program administrators in buying appropriate software. The other, derived from a presentation given by Jennifer Liu and James Chung Chan (1993), professors of Chinese who develop CALL, is meant to help teachers and administrators decide how using software affects learners' language development. The Liu and Chan grid should be completed by a teacher while learners are using software.

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[2]Chapelle, Carol. 1990. The discourse of computer-assisted language learning: Toward a context for descriptive research. TESOL quarterly. 24(2).199-225.

Learner Needs	Software Feature to Look For
1. My students have little literacy but would like to work with computers.	The software allows students to "play with the computer" without requiring reading or keyboarding skills (familiarity with the alphabet may need to be developed). Software Program Title: _____
2. My students prefer to work independently, practicing language (and making mistakes) in private; they enjoy being able to develop literacy skills at their own speed.	The software is primarily designed for individual student use. Software Program Title: _____
3. My students like to work in pairs or in groups so they can help each other with literacy questions and computer problems.	The software lends itself to group problem solving project work, and cooperative learning activities. Software Program Title: _____
4. My students want software that allows them to play with ideas and texts (reading traffic signs, recognizing symbols and logos, reading simple stories and poems, creating simple cars and announcements).	The software focuses on teaching initial literacy through real-life contexts, using environmental print, or other whole language activities. Software Program Title: _____
5. My students enjoy activities that involve the learning of subskill (recognizing capital and small letters, practicing letter formation, phonics, spelling, see/say word lists).	The software focuses mostly on skill and drill activities (phonics, grammar, spelling, pronunciation, choosing correct sentences). Software Program Title: _____

6. My students are interested in software that requires problem solving and focuses on teaching the skills needed for literacy in pre-academic and pre-vocational setting.	The software focuses on language strategies (predicting and confirming, using context clues, test taking, interpreting pictures and developing graphs, analyzing data, developing concepts, and building content vocabulary). Software Program Title: _____
7. My students enjoy playing games with language and respond enthusiastically to software programs that are fun to use.	The software teaches language through games; it contains bells and whistles such as sound, graphics, or animation. Software Program Title: _____
8. My students like to receive native language support and/or are interested in biliteracy and translation.	The software has a bilingual dictionary and offers translation assistance. Software Program Title: _____
9. My students learn better when computer work is tied to the themes we are discussing and to the activities we do in class.	The software can be adapted to include classroom activities; content information and vocabulary can be added. Software Program Title: _____
10. My students and I are interested in keeping score and want to get feedback on the language and literacy development of the class.	The software has a record keeping function that allows teachers to store data on learner progress (grades, types of books read types of texts written); software allows teachers to design and use progress charts such as reading and writing inventories and learner profiles; software program is simple enough for learners to chart their own progress.

Table 2: Choosing appropriate computer software: Linking learner needs with software features (Wrigley and Guth, 1992: 1102-103.

Educational Software Evaluation Form[3]

Software Name: _____ Type: _____

Publisher: _____ Recommend Purchase: Y N

Instructional Goal of Software (stated or implied): _____

This software would be used by learners at the following level(s): _____

Necessary preteaching: _____

What is the nature of the linguistic input that the software offers the learner?	**What cognitive skills practice does the software offer the learner?**	**What processes does the software require the learner to engage in?**	**How does the software influence the language the learner produces after use?**
1. Is the language presented in the program understandable? Y N Comment:	1. Does it foster pattern recognition? Y N Comment:	1. Is the learner required to analyze and/or synthesize language? Y N Comment:	1. Does the learner demonstrate understanding of concepts learned Y N Comment:
2. Are grammatical structures regular? Y N Comment:	2. Does it require sound discrimination? Y N Comment:	2. Is learner engaged in making hypotheses and testing them? Y N Comment:	2. Can the learner apply concepts presented in the lesson? Y N Comment:
3. Is the language used in the program likely to be heard or used? Y N Comment:	3. Does it help learners develop memory aids? Y N Comment:	3. Do learners become aware of appropriate contexts for language use? Y N Comment:	3. Does the learner *own* the language? Can s/he use it to express him/herself? Y N Comment:
4. Does the program require knowledge of contextual information for most learners to understand it? Y N Is a lot of teacher explanation required? Y N Comment:	4. Is the learner required to use various language functions? Y N Comment:	4. Can the activity be structured so that learners communicate with others or with the computer? Y N Comment:	
5. Can the program be adjusted if it proves too difficult or too easy for the learner? Y N Comment:		5. Does the software feedback help the learner improve in understanding? Y N Comment:	
6. Is program content appropriately sequenced? Y N Comment:		6. Is the program designed for active interaction? Y N Comment:	

[3]adapted from: Liu, Jennifer and James Chung Chan. 1993. A second language acquisition (SLA) framework for evaluating the effectiveness of computer-assisted language instruction (CALI). Presentation at CALICO 10th Annual Symposium, Williamsburg Virginia.

Task A: Find a program that...

Select three different computer programs to evaluate in terms of your specific program's learner needs. Can you place these programs on the Wrigley and Guth chart? Are you aware of other computer programs that answer to the Wrigley and Guth criteria? Fill in as much of the Wrigley and Guth chart as you can, bearing in mind the ESL learners in your program. You will share your results with the group.

Task B: Evaluate a program for language development value.

Whole Group: Work with the facilitator to complete the Liu and Chan software evaluation form, while observing one participant who is using a computer program.

Small Group: Break into groups of three to evaluate a different software program. Decide if you want to evaluate an individual using a software program alone, or a pair of participants acting like students sharing a program. Take at least 20 minutes to observe the learner(s) using the computer program. You will share your results with the group.

Implementing Technology into Instruction

Part 1. Technology and Learners. Learner use of any software is enhanced if it is used to accomplish a purpose external to "using software for software's sake." Educational software lessons have an inherent pedagogical methodology in their design, while word processing, desktop publishing programs, and databases do not. Software not designed for non-native speakers who are learning English may require either pre-teaching or support. These factors influence teachers' decisions concerning software use.

1. *Guide the Learner's Information "Intake."*

Retrieving information from computerized sources is enhanced through notetaking or by completing a handout while searching for specific information. The content of the handout can consist of questions generated by learners. For example in using a database for a class project on countries and cultures, learners may collaborate to determine the information they wish to find in the database. This focuses them on selecting specific information from a seemingly limitless source.

On-line reading tutorials are often interesting for learners while they are reading them, but once they finish the story, learners have difficulty in recalling information, perhaps because they have not engaged in pre-reading, predictive activities in a group. Teachers can solve this problem by selecting programs based on learner goals and interest. Learners are either instructed to take notes or to complete a guided note-taking handout. Learners later use the information either

to give a presentation or to collaborate on group written reports (for example, on important women in U.S. history) which are displayed on school bulletin boards for all learners to read. In this way, learners are reading for a purpose and are accountable to share this information with others.

2. *Integrate software use into language learning objectives.*

Use of software should not be treated like an unusual treat, but should fit into an overall objective. Software that helps a learner successfully complete an objective is worthy of use at any level of learner ability. Literacy learners who can demonstrate that they can identify and place the letters of the alphabet in order, when this is an objective that the class has been working on, are proud and pleased when they can demonstrate this independent of teacher-fronted guidance.

3. *Customize instruction when appropriate.*

Some drill and practice software programs enable instructors to author or customize lessons by entering their own vocabulary or reading lessons. Most Davidson products have authoring and customizing features. Teachers can create lessons to help learners recognize want-ad abbreviations and job-related vocabulary. Stories written by learners can be entered onto reading programs. Especially useful for beginning readers, learners enjoy reading about people like themselves in familiar contexts. Teachers may supply on-line reading comprehension questions. Finally, teachers may decide to make extension exercises using the same texts that learners read on the computer. For example, teachers may record a reading passage and create cloze listening exercises. Learners may then discuss the reading passage in a group.

4. *Provide necessary preteaching.*

To integrate any teaching resource into instruction, learners must understand what they are doing and how they are to do it. Make sure that students know how to use a computer program before they are expected to use it independently. This ranges from basic knowledge of important keys on the keyboard (enter, space bar, cursor keys) and interpreting on-screen instructions (e.g., *"Press space bar to continue."*) to having some general knowledge of the type of information they are about to encounter. Perhaps the best way to plan for use of technology in the ESL classroom is to examine a lesson written by an ESL teacher which enables ESL learners to shop for computers. One appears on the next few pages.[4]

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[4]Lesson written by Sharon McKay, a REEP teacher who has taught many different levels of ESL.

LESSON PLAN FOR 150 (Adaptable at higher levels)

Topic: Consumerism **Software:** _____

Objective: Compare products (hardware and software); Express likes and dislikes

Basic Skills: Numbers, Spelling
Life Skill: comparative shopping; Asking for/giving information
Language Skill(s): Speaking/Listening/Reading/Writing
Learners must be familiar with the following before using this plan: basic hardware terminology and functions; previously practiced conversations comparing other products (clothing, food). **This lesson should be done towards the end of the cycle since it presupposes higher language skills)**

Stage of Lesson	Procedure	Resources	Notes
Warm Up	Whole Class Review terminology of computer hardware and software. Given labels, students label computer components. Students complete a worksheet reviewing the location of components.	computer components label teacher-made worksheet (fill-in-the-blank, definitions)	I.D. dialogs can be done directly in the lab: What's this? It's a _____ Does this computer have a _____?
Introduction	1. Small groups and/or Whole class - Engage students in a discussion of computer ownership -- do they want one? Why or why not? 2. Secretary makes a list of reasons for/against purchase.	Student-generated list of reasons for having computers	Small groups report back to whole and make a more general list.

Presentation	Teacher/volunteer/student experts demonstrate: 1. Hardware: screen, CPU, keyboard mouse, modem, printer, CD ROM, Laserdisc Teacher/volunteer/student experts demonstrate the use of: 2. Software a) Drill and Practice b) Applications c) Games d) Tutorials e) Data-bases f) Interactive Videodisc	List of hardware terms with pictures. *Spell It 3* *Typing Tutor* *Expressways CD ROM* *Maps and Facts* *IVD programs* *FITB from Prodigy* *Word Perfect (any)* *Print Shop*	At lower level, terminology can be adjusted --- i.e. "Study and Practice" "Teaching" programs
Teacher Guided Practice 1	1. Students identify structures and language required to compare products and values. 2. Instructor uses two computers in the lab to demonstrate basic differences in hardware (ie modem vs. no modem) 3. Pairs: Using teacher's model, students develop dialog to ask/answer questions about two different computers.	*Software: Grammar Mastery B5* *Texts: Side By Side 2 pp. 36-41* *Grammarworks 2 pp. 73, 75* *Expressways 1 pp. 134-135 (preferences in food)* *Expressways 2 pp. 63, 68 (purchasing TV and car)* Student-generated dialog.	Comparatives and superlatives are prerequisite structures for higher levels. Lower-level students can work with comparatives only.

Teacher Guided Practice 2	1. Small Research Teams are created to examine hardware, practice using it, and evaluate parts on two different computers (three computers for higher levels) 2. Teams are assigned specific computers in the labs and use a checklist to compare hardware. 3. Teams write comparative sentences.	Teacher or student-made grid with questions for comparison.	Groups may be formed randomly or based on the interests established in the Intro. activity.
Teacher Guided Practice 3	1. Teams examine three different kinds of software and compare them. 2. Teams use checklists for evaluation. 3. Teams write sentences or paragraphs to compare software.	1. Checklist/grid for software evaluation 2. Price List on software *Software: Spell It 3* *Typing Tutor* *Expressways CD ROM* *Maps and Facts* *IVD programs* *FITB from Prodigy* *Word Perfect (any)* *Print Shop*	
Independent Practice/ Evaluation	Teams present to other teams on one software program in an question/ answer format similar to what would occur in a store. Pairs conduct comparative dialogs which indicate their preferences (like, dislike, would like)	Software - same as above *Expressways 1 pp. 140-141 ("We can't afford it")* *Expressways 2 pp. 89 ("I'd prefer..")*	Sample Language: Does it have a modem? Is it faster than that one? Do you have a smaller model? I like this one better. I'd prefer a laptop computer. I'd rather see a cheaper one.

Application	Pairs go to local computer outlet and a local software store to do comparative shopping based on their checklists. Students ask questions about items. Students negotiate with each other concerning what they would purchase.	Local computer stores Student or Teacher-made grids	Lower level students can focus on one or two components. At higher levels, students can poll different stores and compare pricing and availability.

HARDWARE STORE NAME: _____

FEATURES NAMES:	COMPUT 1	COMPUT 2	COMPUT 3
PRICE			
SIZE			
MODEM			
MEMORY			
MOUSE			
SPEED			
PRINTER			
SOFTWARE INCLUDED			

SOFTWARE STORE NAME: _____

FEATURES	PROGRAM 1	PROGRAM 2	PROGRAM 3
PRICE			
WHAT DOES IT DO?			
WHAT KIND OF COMPUTER DO YOU NEED TO USE IT?			
IS IT EASY OR HARD TO USE?			
DOES IT NEED A MOUSE?			
IS IT USEFUL?			

Task: In small groups, discuss features of this lesson plan that immediately strike you. Can you imagine learners in your program benefiting from this lesson? Can you see your teaching staff using or devising similar lessons? Be prepared to share your answers with the group.

Part 2. Support for Teachers Using Technology. In the next exercise, you will try a computer program that they you have not yet used during the workshop for ten minutes. Then, report back to the group and answer the following questions.

1. Describe the program that you have just used.

2. How do you think it could be used in an ESL setting?

3. How would you feel about teaching with such a tool? Having students use the tool in conjunction with classroom instruction?

Rationale for teacher support. It is essential to provide ongoing support to teachers who are using technology in instruction. Some teachers might be experienced computer users while others may feel that the computers do not offer much in terms of language development for their learners. It is important to assist teachers in learning about how computers can be used as useful tools to supplement classroom-based teaching. This can be done through staff in-service workshops, encouraging participation in conferences, making Internet access available when possible, and by encouraging experienced computer users to buddy up with less experienced users whenever possible.

In addition, any written guides for using software with ESL learners and classes can lend invaluable support. List CALL resources along with other teaching resources in the curriculum. Encourage teachers to share their expertise by posting public lists of your in-house computer experts. Encourage teachers to type their plans and ideas on computer, so that they are available for other staff members. Provide a forum for demonstrating how computer programs are used at teachers' meetings. Highlight a program of the week that teachers can acquaint themselves with. Include teachers in making decisions about software purchases and arranging your computer lab.

Task: In small groups, discuss the professional development opportunities which your program currently provides for your teaching staff. How would ongoing support for integrating CALL into instruction fit into this plan? Use the following chart as a guide.

Staff Development Options	Currently in Place? Describe.	How could CALL training and ongoing support fit in?
pre-service orientation		
teachers' meetings on a regular basis		
in-service training on a regular basis		
special super trainings		
participation in professional organizations		

Staff Development Options	Currently in Place? Describe.	How could CALL training and ongoing support fit in?
inquiry based projects/action research		
peer mentoring		
college courses		
participation/attendance of conferences		
reading professional journals		
other		

Planning for Effective Purchase of Hardware and Software

There are some simple factors to bear in mind when purchasing hardware and software for educational purposes. First, make a list of the features you need. Then, when you are shopping, organize your purchasing notes to make sure that all of your questions are answered. Having organized notes also makes it easier to get opinions from experts in order to make an informed purchase. Below is a list to help you make the best purchases possible:

Hardware

1. Government contract pricing. See if this is available to your organization, especially if you are working under auspices of local, state, or federal government. You may be able to save a significant amount of money off of regular retail pricing.

2. Comparison shop. The cheapest may not always be the best. For example, when purchasing printers, you will be better off investing in a laser printer than an inkjet if your lab will be in constant, heavy use. Laser printers are more expensive, but have less movable parts and need to be repaired less often than inkjets.

3. Investigate no-name clones. Often these computers are cheaper, the components are a standard size and are easy to replace.

4. Examine warrantees for repair of parts. If you have access to staff who repair equipment for your program, you may not need to purchase the same type of protection that you would if you do not have technical support.

Software

1. Software publishers sell directly to schools as well as through stores. If you identify yourself as an educator and buy directly from a publisher, you can order teacher resource materials (lesson plans, unit plans, blackline masters) that go with the program. This option is not available off the shelf in a consumer electronics store.

2. If you see a program that is not marketed for ESL, but you can think of some ways to use it, ask if you can pilot the program in your school and agree to demonstrate its use at conferences if the company will give you a complimentary copy. Check with school management to see if this is appropriate, first.

3. Agree to beta-test or pilot software that you have heard about in your educational program by contacting the publisher.

4. Always register software to be eligible for future discounts on upgrades.

5. If changing a license, always find out if there is a "trade-in" value on the current version. Often, a percentage of the original purchase price is deducted when changing licenses from a single station to a lab pack, site, or network license, or from one platform to another.

6. Discount houses are a treasure trove for cheap teacher tools and fun software... seven dollars buys you a lot!

7. The software should drive your hardware purchase. Always purchase what is current. Software is designed for today's machines. Older machines can be used to run older word processors or databases, or be used as workstations for certain networked software, but that is about it.

Task: Can you think of other tips or of other concerns for purchasing hardware and software? Contribute these ideas to the whole group.

Appendix I

- Hardware Overview
- Software
- Professional References
- Glossary of Computer Terms
- List of Software Publishers

Hardware Overview

When you look at a computer, the three basic components you see are: 1) the monitor, 2) the computer itself, and 3) the keyboard. *Monitors* come in different sizes and have different capacities for handling graphic displays. Some monitors are touch sensitive and have the same effect as a mouse does. When you touch the screen, a program reacts accordingly. The *computer* is the brain of the whole system. It contains all of the hardware necessary to use everything, including a microprocessor (*chip*), a motherboard (a large circuit board into which other, specialized cards are plugged), disk drives, etc. In fact, in order to use the monitor, you must have the appropriate video card plugged in so that the computer knows what type of display you have. The *keyboard*, of course, is a keyboard. It plugs into its own port on the back of the computer. Sometimes there are two keyboard ports.[5] Other commonly found peripheral hardware includes: mice, joysticks, modems, scanners, printers, CD-ROM drives, and sound/speech devices.

Mice and joysticks help users interact with on-screen information differently than they do via the keyboard. *Mice* enable users to interact with software by pointing to an item on the screen and clicking a button. On many programs, using a mouse is optional, but for some programs, especially those operating through Windows, using a mouse is much more convenient than using combinations of function keys to access program menus and commands. *Joysticks* are similar to mice in that they enable quick touch button interaction with on-screen information. Joysticks are usually used with game software.

Modems are internal or external devices. Modems enable information to be transferred across phone lines. They take the digital information from the computer and convert it to analog form to travel over the phone line, and the receiving modem then converts the information from analog to digital form. Modems run at different speeds. In order to make a connection, you usually need to know the speed that the service you dial requires. Modems require communication software in order to work with your computer. Windows comes with its own communications software.

Scanners are devices that enable users to transmit information from print medium to a computer graphic. Some scanners are hand-held, while others enable you to read a complete sheet of paper. When authoring program or designing a document, scanning in visuals gives users more control over the finished product.

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[5]If you start up an MS-DOS computer and get the message **error 301**, your keyboard is either plugged into the wrong port or is not securely plugged in. ☺

Printers, of course, are necessary for putting what's on a computer onto a page. Regardless of the printer you use, you must make sure that the computer program recognizes the printer. Sometimes, you may have to load a special program, called a *computer driver*, onto the computer. The computer program contains special files that enable the printer to work with a given software application. Laser printers and ink jet printers give the most professional looking copy and are quiet.

CD-ROM drives may be external or internal. They look just like CDs for music. CDs contain more information than diskettes and can be searched rapidly by the computer. It is becoming the standard to buy computers with CD-ROM drives. More and more software is packaged on CD-ROM.

Sound/Speech devices. There are many different types of sound and speech devices that enable users to listen to audio, record themselves, and play their recording back. First, all computers have an internal way to create sounds. The computerized whirs and chirps that you hear when getting an answer right on an educational program come from the computer. Not all external devices work with all software. Software documentation will specify which types of sound devices are supported by the software. Devices commonly used in education are *Digispeech* devices and *Soundblaster* cards. Sophisticated multimedia programs may require special cards and audio devices, such as IBM's *M-Audio*.

Digispeech devices plug into the serial port of MS-DOS computers and deliver 8-bit sound. They enable users to listen and record. Some software programs come with the drivers pre-installed; others require users to install the driver themselves. *Soundblaster* (Creative Labs) cards are more powerful than Digispeech devices. Most programs available to consumers use Soundblaster cards to deliver stereo sound. Sound is 16 or 32 bit, which means that it is richer than the 8 bit sound of Digispeech. With Soundblaster, users may record voice for playback in different ways. When purchasing software, it is important to know which type of sound device is required for the program. If the sound device is listed as optional, then the program will run without it. However, check to see if sound would enable a richer language learning experience before discounting it as being too expensive.

Platforms. What is the difference between an IBM or IBM-compatible, an Apple IIe, and a Mac? Aside from how they look, these computers all use different operating systems. IBMs may run on a version of DOS, OS/2, or Warp. In addition to DOS, IBMs or IBM-compatible computers may use a Windows interface. Windows enables a computer user to run two computer applications at the same time. For example, if you are using an online service to access a news story that you would like to use in a cloze listening exercise, through Windows you can copy the text of the story and paste it into a word processing program. The Apple II

family runs on Apple DOS. Macs run on their own system software. Some Macs, called Power PCs, can run both MS-DOS and Mac platform software.

LANs. Computers can be wired together to form networks. Networks are convenient because many computers (work stations) can share use of the same software and the same printer. LAN users must have an account in order to use the system. A system administrator to the network is usually responsible for managing LAN accounts. With a local network (LAN). With a network, one station, a file server, stores all of the files and programs used on the network. The fileserver is backed up on a regular basis. As local network software becomes more sophisticated, they require faster computers with larger amounts of memory.

Not every piece of software can automatically be installed on a network. Software programs often contain special program files enabling them to run on a network. Even if you can load a piece of software onto a network, you are still obligated to the software licensing agreement you have with the software publisher.[6]

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[6]Virginia View a career and educational resource database, available free through Virginia Tech, can be loaded onto a network and accessed by multiple users at the same time. For further information, call Virginia View at 1-800-542-5870 (in the Blacksburg area call 703-231-7571).

Software

Drill and Practice. As the name suggests, drill and practice software gives a learner repeated opportunity to practice a specific skill. Correct responses are rewarded with a positive comment (e.g., *Right!*). If learners respond incorrectly, they are asked to try again. If they do answer correctly, but only after multiple attempts, the right answer is displayed. Some drill and practice programs end by showing learners how many correct responses they have given. Based on the learner's score, these programs recommend whether or not the learner should repeat the computer lesson. Some drill and practice programs have a main menu which allows learners to choose from a range of drill types. Multiple choice drills merely require that learners recognize a correct answer and select it with a keystroke, while other drills demand that learners type a correct word, letter or sentence.

Tutorial. Tutorial programs usually begin with a diagnostic quiz. If the learner demonstrates weakness in certain areas, the program provides the learner with a tutorial--explanatory screens with questions the learner must answer. At the end of the tutorial, the learner takes another quiz. If the learner scores a passing score, s/he is encouraged to go on to the next level of difficulty.

Simulation and Game. In simulations, the learner enters a *microworld* (a computer-created situation) and must work within it to solve a problem. Such programs are naturals to foster problem-solving discussions for small group or pairwork. Games are games!

Databases and Multimedia Encyclopedias. Commercially available information databases, although not expressly designed for language learning, provide wonderful opportunities for learners to gather information in the course of a class project. Teacher-designed worksheets or activities are necessary for learners to use databases meaningfully. Using a database or multi-media encyclopedia as a step in a larger activity, such as writing a report, or preparing a talk, is a motivating and meaningful exercise for learners, because it is not a contrived exercise. It is one where they can learn about a topic and decide how much or how little information they want. The information that the learners gather from authentic texts satisfies real intellectual curiosity. In addition, learners gain practice in critical reading skills: reading graphs and charts, making comparisons, and drawing inferences.

Applications Software. Applications software includes, among others, spreadsheet and word processing/desktop publishing programs. The following discussion is limited to word processing programs. Antonia Stone's book, *Keystrokes to Literacy* contains countless ideas for developing literacy skills through word processing (information on this book included at the end of this

guide). There are many word processing programs with different features on the market. Word processing programs can be used well with all ESL learners. For beginners, typing their own names and the names of family members gives a feeling of control over a computer. Learners can also practice copying by typing text they have copied in class. Once learners feel comfortable with keyboarding and basic features of word processing, they can use the program as a tool to work on reading and writing development. Some suggestions for use include Language Experience Approach stories, dialogue journals, and process writing projects. Spread sheet packages may be used by classes to tally and keep track of the results from needs assessment exercises.

Reading programs. For the purpose of this module, reading programs are placed by themselves and are those educational programs which are designed to teach or give practice in reading skills. There are different varieties of reading programs, many of them being tutorial, drill and practice, or text reconstruction, with some being interactive. Of course, using virtually any computer program requires reading. The distinction being drawn here is that educational reading programs are marketed as educational resources designed to help learners improve their reading skills, and other programs are not (although they do!).

Learners may be given explicit instruction on different reading skills and how to improve them. Learners may engage in identifying key words and concepts by clicking on text with a mouse. Reading programs may consist of short passages with multiple choice comprehension questions appearing throughout the text. Time spent on the reading activity is tallied. Use of computerized reading programs may help learners preparing for examinations work on their reading speed and comprehension skills, and can serve as a fun supplement to more traditional instructional reading approaches. Text reconstruction programs require students to type words and phrases in order to recreate a hidden text on a familiar or recently studied theme. Such programs help learners recall and use associated vocabulary items (e.g. if reconstructing a text on Halloween, phrases like "ghost" and "trick or treat" will arise) as well as proper grammatical constructs. Interactive reading programs are those that have the reader determine how a story will branch, so that the same story may have multiple possible endings.

On-line Services. On-line services provide electronic information usually through modem access (through telephone lines) to a service provider. Commercial on-line services may or may not provide some type of access to the Internet, an international networked system of computers. Often, educational institutions offer free internet access to teachers and learners. Communities may also have access to free internet access through freenets. Finally, dial-in bulletin board services offer users opportunities to access service-specific information and to communicate with other service users.

The most popular Internet feature is e-mail (electronic mail). With this feature, users are able to send messages to people all around the world, instantly. In addition to corresponding with individuals, through e-mail users may subscribe to listservs. Listservs can be thought of as clubs that members with a common interest join in order to share information and get advice. A popular listserv for ESL teachers is TESL-L, located at City University of New York. Through TESL-L, ESL professionals can post queries from opinions on textbooks and classroom techniques to job-seeking information both in the U.S, and abroad. There are also student listservs, moderated by ESL teachers and set up expressly for ESL learners from around the world to be able to communicate with each other. The student listservs are organized according to topic, with some sensitive to level of English proficiency level. Other Internet features include the ability to perform gopher searches (calling up all Internet-accessible information by topic), to transfer files (computer programs and text files created through word processing), to access legislative information through the U.S. Library of Congress, and to look up educational resources through on-line library catalogs and through on-line ERIC information databases.

Commercial Services. This section covers two popular commercially available on-line services, Prodigy and America On-Line (AOL). Both require a monthly service charge. Service subscribers who send and receive e-mail with individuals who are non-subscribers are charged for the special service. Both services require special software installation before either service can be accessed via modem.

Prodigy emphasizes the information and shopping features offered through the service and has full Internet access, including World Wide Web. Information features useful for ESL instruction include an interactive version of National Geographic, Consumer Reports, Academic American Encyclopedia, constantly updated news reports from AP, restaurant reviews and travel guides, as well as information on members of Congress. The interface is user-friendly. With the Windows version, users can access information either through pop-up menus or by searching with key words. For information about subscribing to Prodigy, call 1-800-284-5933.

Like Prodigy, AOL offers many news, information, and consumer features. However, while Prodigy emphasizes information retrieval as its big selling point, AOL bills itself as a forum for interpersonal communication with other AOL subscribers. For example, there is a literacy forum, moderated by Literacy Volunteers of America (New York) where subscribers can read software reviews and participate in on-line discussions (chat). For information about subscribing to America On-Line, call 1-800-827-6364.

Both Prodigy and AOL offer teachers and learners access to a wealth of information that can be used for in-class activities. There is a way to save or print practically anything appearing on-screen. Teachers may decide to save text and modify it for in-class reading lessons.

Interactive Videodisc Programs. Interactive videodisc programs (IVD programs) are multi-media programs that coordinate videodisc players with computer programs. Some videodiscs may also be used through a television monitor, similar to videotapes.

Professional References

Some Journals

TESOL Journal. This is a TESOL publication that has practical tips for classroom teachers, and often includes information about technology. In my opinion, it's the best TESOL publication for classroom teachers.

CAELL Journal. This is published by the *International Society for Technology in Education*. The journal reviews educational programs. To subscribe, contact:

ISTE, University of Oregon
1787 Agate Street
Eugene, OR 97403
Phone: 503-346-4414
Fax: 503-346-5890

CALICO Journal. This is published by CALICO, a professional organization for language teaching, learning, and technology. There are often software reviews here. Many articles are scholarly. Available in most university libraries.

System. This journal is published in England and contains research reports on the use of CALL for language teaching. Much focuses on higher education. Available in most university libraries.

Resource Catalogs

In addition to the software publishers, who publish their own materials catalogues, the following distributor catalogues are sources for software and hardware.

Delta Systems. Call 1-800-323-8270 to receive their catalog. Delta, in addition to distributing ESL student texts and teacher/professional resources, also distributes a small number of computer programs, many are authorable.

Educational Resources. Call 1-800-624-2926 to receive their catalog. They carry educational software for all platforms.

Ztek Co. Call 1-800-247-1603. They carry software and hardware for all platforms, as well as audio-visual equipment.

Books on CALL

Duncan, Janie. 1987. Technology Assisted Teaching Techniques. Brattleboro, VT: Pro Lingua Associates. *This book, although somewhat dated, examines all technology, from tape players and OHPs to computers and practical ways to incorporate use in the classroom.*

Dunkel, Patricia (ed.) 1991. Computer-assisted language learning and testing: Research issues and practice. New York: Newbury House. *This is an edited collection of research on computers in higher education language learning. For those interested in research, this book offers a lot, especially in terms of social interaction and perspectives of learners on using technology in learning.*

Hardisty, David and Scott Windeatt. 1989. CALL. Oxford: Oxford University Press. *This book is intended for ESL teachers and contains many, many activities, including those for word processing and databases. The introduction contains much useful information concerning hardware, and the appendices list CALL professional organizations, publications, etc.*

Jones, Christopher, and Sue Fortescue. 1987. Using computers in the language classroom. New York: Longman. *This book, although somewhat dated and limited (many of the computer programs are older ones that are used in the UK, not in the US), offers a basic introduction to computers in the classroom. The chapter on how to purchase hardware may be useful background reading for those about to embark on this task for the first time.*

Pennington, Martha C. (ed.) 1989. Teaching languages with computers: The state of the art. La Jolla, CA: Athelstan. *Although a bit dated, this book contains articles which orient readers to technology and language teaching and learning of different skill areas. It also contains a glossary of computer terms.*

Pon, Kathy. 1989. Prewriting to printout: Developing writing skills with paper, pencil, and processor. Palo Alto: Dale Seymour. *This book contains information on incorporating writing projects and the writing process into language arts activities through holiday themes. Although intended for grades 1-6, there are many exercises that are useful for adult beginning writers.*

Smith, William Flint (ed.) 1987. Modern media in foreign language education: Theory and implementation. Lincolnwood, IL: National Textbook. *See annotation written under the 1989 volume.*

Smith, William Flint (ed.) 1989. Modern technology in foreign language education: Applications and projects. Lincolnwood, IL: National Textbook. *These books comprise a comprehensive overview of high-tech learning and teaching tools. The contributors are teachers and researchers who have done pioneering work in CALL. Research has been conducted on high school students and adults. For those who are interested in the theoretical underpinnings of CALL, both volumes are useful.*

Stone, Antonia. 1991. Keystrokes to literacy: Using the computer as a learning tool for adult beginning readers. Lincolnwood, IL: National Textbook Company. *In addition to activities centered around developing literacy skills while learning word processing, half of the book focuses on creating databases and using them in the adult basic education classroom.*

U.S. Congress, Office of Technology Assessment. 1993. Adult literacy and new technologies: Tools for a lifetime, OTA-SET-550. Washington, DC: U.S. Government Printing Office. *This book, the result of research conducted by the Office of Technology Assessment, U.S. Congress, contains an overview of how adult education programs across the United States use technology, from administration to classroom practices.*

Warschauer, Mark (ed.). 1995. E-mail for English teaching: Bringing the Internet and computer learning network into the language classroom. Alexandria, VA: TESOL. *This book from the teaching field will become available in late summer 1995.*

Wrigley, Heide Spruck and Gloria J. A. Guth. 1992. Bringing literacy to life: Issues and options in adult ESL literacy. San Mateo, CA: Aguirre International. *This volume is the result of a two-year research study funded under the National English Demonstration Program for Adults of Limited English Proficiency, U.S. Department of Education. It is a handbook of information on best practices in adult ESL culled from 9 programs located around the United States, and contains an overview concerning using computers in ABE/ESL.*

A book on PC basics

Gookin, Dan and Andy Rathbone. 1995. *PCs for dummies, 3rd edition.* San Mateo, CA: IDG Books. This book offers basic, easy to understand information about MS-DOS computers. It has funny cartoons and a brief section on the Internet. This has great explanations in case you ever train people who are nervous about computers.

Books about the Internet[7]

Gilster, Paul. *The Internet Navigator.* New York: John Wiley, 1993. 470 pp. ISBN 0-471-59782-1, US$24.95. (An elegantly written and cleanly designed guidebook, the best of the new books for the individual dial-up user. Contains a wealth of useful background information on the workings of the Internet and the organizations behind it. Recommended for the individual dial-up user who is serious about the Internet.)

Jaffe, Lee David. *Introducing the Internet: A Trainer's Workshop.* (Internet Workshop Series, Number 1.) Berkeley, CA: Library Solutions Press, 1994. 92 pp. ISBN 1-882208-05-6, US$30.00 (US$45.00 with diskette). (The first in a series of supplements to *Crossing the Internet Threshold*, by Tennant, Ober, and Lipow. Based on an actual trainer's handouts and script, it may also be used as a self-instruction workbook.)

LaQuey, Tracy. *The Internet Companion Plus: A Beginner's Start- Up Kit for Global Networking.* Reading, MA: Addison-Wesley, 1993. 196 pp. ISBN 0-201-62719-1, US$19.95. (A good guide for the true beginner, useful even for the pre-beginner who has not yet signed on to the Internet.)

Levine, John R. and Carol Baroudi. *The Internet for Dummies.* San Mateo, California: IDG Books, 1993. 355 pp. ISBN 1-56884-024-1, US$19.95. (A very useful, well organized, and readable book, one of the publisher's popular "... for Dummies" series.)

Marine, April; Kirkpatrick, Susan; Neou, Vivian; and Ward, Carol. *Internet: Getting Started.* Englewood Cliffs, NJ: PTR Prentice Hall, 1992. 360 pp. ISBN 0-13-327933-2, US$28.00. (Includes useful information on how to obtain Internet access, as well as other technical reference material.)

Randall, Neil. *Teach Yourself the Internet: Around the World in 21 Days.* Indianapolis, IN: SAMS Publishing, 1994. 676 pp. ISBN 0-672-30519-4, US$25.00. (A remarkably comprehensive workbook and resource guide, generously illustrated; its greatest strength is its systematic approach to gaining familiarity with the scope of the Internet.)

Robinson, David F.W. *All About Internet FTP: Learning and Teaching to Transfer Files on the Internet.* (Internet Workshop Series, Number 2.) Berkeley, CA: Library Solutions Press, 1994. 90 pp. ISBN 1-882208-06-4, US$30.00 (US$45.00 with diskette). (The second supplement to *Crossing the Internet Threshold*; suitable for use either by trainers or as a self-teaching workbook.)

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[7] This annotated list was created by Jim Milles under the title, *WHERE TO START FOR NEW INTERNET USERS*, Ver. 4.5 on 21 July 1994. You can write to Jim at this Internet address: millesjg@sluvca.slu.edu.

BEST COPY AVAILABLE

Tennant, Roy, John Ober, & Anne G. Lipow. *Crossing the Internet Threshold: An Instructional Handbook*. 134 pp. ISBN 1-882208-01-3, US45.00. Berkeley, CA: Library Solutions Press, 1993. (Includes helpful fact sheets on various Internet tools from ftp and telnet to archie, gopher, WAIS, and World-Wide Web.)

Glossary of Computer Terms

Authoring Feature - Often, drill and practice, reading, and tutorial programs come with a special program which enables individuals to customize programs into a pre-existing format. Authoring lessons does not require computer programming, but does require familiarity with the authoring program.

A Drive, B Drive - The A drive and B drives are floppy drives. They are the openings in the computer where you place floppy disks. If this is done before a computer is turned on (booted up), the computer looks to information from that drive first. This is good if you are booting up the computer to join the network, because the floppy disk contains important information for the computer to join the network. However, if you insert an educational program into the drive before the computer is booted up, the program won't work because the computer has no information from DOS to enable it to understand the information on the disk.

Boot Disk - A boot disk is a special disk inserted in the A drive of the computer. The computer reads the information on the boot disk before any other information. Boot disks are often used to take computers on and off networks.

Central Processing Unit (CPU) - The CPU is the main processor of the computer. It is the part of the computer that houses boards that enable the computer to work with many different programs. Examples of other important parts of a PC are the **monitor** (the part of the computer where information is displayed on a screen), the **keyboard** (the part of the computer used to type commands and text), the **mouse** (a special device for interacting with the computer, the mouse moves the cursor and/or text when it is rolled across a mouse pad). All of these devices are plugged into the CPU.

Clone - This usually refers to DOS computers. Clones are computers that are identical, on the inside, to different models of IBM PCs. They use the same microprocessing chip as IBMs. Often they are less expensive than actual IBMs.

Compact Disk, Read Only Memory (CD-ROM). CD-ROM is a technology that enables a lot of information to be available on a computer via CD. More and more computer programs are becoming available on CD because they hold more information than floppies and are less susceptible to damage.

Computer Assisted Instruction (CAI) - Teaching using educational software.

Computer Assisted Language Learning (CALL) - Learning a language with computers.

Documentation - Documentation is a term used to describe the technical information about hardware or software. It may exist in book form or as a computer file which may be read on screen or printed.

DOS - **DOS** is the abbreviation for **D**isk **O**perating **S**ystem. The DOS software used on IBMs and IBM compatible computers is either MS-DOS (manufactured by Microsoft) or IBM-DOS (manufactured by IBM) to enable other software to work. If you compare an IBM computer to a person, the computer is like a body. DOS is like the brain and nerves of the body. DOS prepares the computer to understand how the program works. DOS is usually installed on the hard drives of computers, although work stations (computers without hard drives) need to be booted with a DOS diskette in order to work with other programs.

File Server - A file server is a fast computer with a lot of storage (hard drive space). Many programs to be used by other computers and work stations are loaded onto the hard drive of this computer. Other computers linked to the file server through a network can tap the file server for programs and files. The file server itself usually is not used as a work station.

Floppy Disk - Floppy disks are storage devices. Blank floppies can be formatted and used to store files. For example, when students type an essay on Word Perfect, files are saved onto a floppy disk that has been formatted. All of our software programs are on floppies, although many of them have been loaded onto the hard disks of the computers. Floppy disks are of two different sizes, 5 1/4 inch and 3 1/2 inch. The 5 1/4 inch disks are truly floppy, they can bend and must be handled very carefully because they damage easily. The 3 1/2 inch disks are encased in hard plastic and are not flexible. They are still floppies, even though they are "hard." They are not called "hard disks." Be careful not to put these near magnets or telephones, because the magnetic fields can destroy the information on the diskettes.

Hard Disk - The hard disk (sometimes called a fixed disk) is a storage device usually installed in the CPU. Hard disks enable storage of many programs and files in the computer itself, instead of on **floppy disks**.

Integrated Learning System (ILS) - An integrated learning system consists of many logically sequenced lessons. Once a student is assigned to certain levels within such a system, he or she progresses through lessons in sequence. The computer keeps track of student progress in a special database, accessible by teachers.

Interactive Videodisc (IVD) - IVD programs incorporate the use of video and computer technology to teach language. With these programs, the computer displays images from a videodisc on the computer screen.

Load - to put software onto a computer.

Local Area Network (LAN) - A LAN is a special system in which many computers, **work stations**, can access software loaded onto the hard drive of a host computer. The host is called the **file server**.

Log On - This term refers to typing in a special name, number, or code to gain access to a computer program. The computer system recognizes you as a user who has access to a program.

Platform - This term refers to the types of computer disk operating systems (DOS).

Software - Software consists of files created with a computer programming language or authoring system, stored on an accessible storage medium, such as a floppy diskette, tape, hard disk, or CD-ROM.

Touch Screen - This type of computer screen is sensitive to touch. If a user touches certain images on the screen, the program continues.

List of Software Publishers

American Language Academy
Suite 550
1401 Rockville Pike
Rockville, MD 20852
(301) 309-1400
Grammar Mastery II - ***tutorial***

Broderbund
P. O. Box 6125
Novato, CA 94948-6125
1-800-521-6263
Where in the World/USA is Carmen San Diego - *Simulation/Game*
PC Maps & Facts - ***Database***
PC Globe - ***Database***
Print Shop Deluxe - ***application for customizing cards, calendars, banners, etc.***

CALI, Inc.
734 E. Utah Valley Drive
Suite 200
American Fork, UT 84003
1-800-299-2254
ELLIS Middle Mastery
ELLIS Senior Mastery - ***Multimedia programs designed primarily to enhance learners' listening and speaking skills, vocabulary, and knowledge of American culture, especially on college campuses.***

Claris Corporation
P. O. Box 58168
Santa Clara, CA 95052-8168
1-800-735-7393
ClarisWorks - ***Word Processor and Spreadsheet program***

Davidson & Associates
P. O. Box 2961
Torrance, CA 90509
1-800-545-7677
All of these products have authoring features:
English Express - ***drill and practice in a variety of formats, including multimedia***
Goal - ***reading and vocabulary drill & practice/tutorial***
Spell It 3 - ***tutorial/drill & practice***
Word Attack 3 - ***tutorial/drill & practice***

Delta Systems Co., Inc.
1400 Miller Parkway
McHenry, IL 60050-7030
1-800-323-8270
This distributor carries different software titles expressly for ESL.

Educational Activities, Inc.
1937 Grand Avenue
Baldwin, NY 11510
1-800-645-3739
Diascriptive Language Arts - ***tutorial***
Talk to Me and Super Talk to Me - ***authoring software for dialogue drills***
Quick Talk - **dialogue drill**

Interactive Knowledge
P. O. Box 560865
Charlotte, NC 28256
(704) 344-0055
READY!
The Parenting Disc - ***both of these programs are very good reading tutorials in adult content areas.***

Invest Learning Corp.
6170 Cornerstone Court, East
Suite 300
San Diego, CA 92121
1-800-521-8536
Integrated Learning System from basic literacy to GED prep, containing hundreds of tutorials, writing exercises, etc. integrated with workbooks.

Microsoft Corp.
One Microsoft Way
Redmond, WA 98052-6399
Creators of MS-DOS, Windows, and select Windows applications, including **Write**.

Prodigy Services Co.
P. O. Box 791
White Plains, NY 10601
1-800-284-5933
Commercial on-line service with full Internet access (at a cost to the basic service fee).

Scholastic Inc.
730 Broadway

New York, NY 10003
*Bank Street Writer - **Word Processor***

SkiSoft Publishing Corp.
1644 Massachusetts Ave.
Suite 79
Lexington, MA 02173
(617) 863-1876
Eye Relief - large-type word processor with special features for those with neurological disorders affecting ability to work with on-screen text.

SoftKey International
P. O. Box 629000
El Dorado Hills, CA 95762
1-800-982-2522
Time Almanac on CD - compilation of 5 years of TIME magazine, including photos, graphs, stories, etc.

Virginia VIEW
205 W. Roanoke Street
Blacksburg, VA 24061-0527
1-800-542-5870
Virginia View - and other free programs for career and education decision-making. Virginia View is an educational and occupational database.

WordPerfect Corporation
1555 N. Technology Way
Orem, UT 84057
(801) 225-5000
*WordPerfect and WordPerfect for Windows - **word processor.***

Appendix II: Samples of Curricula

ALC GETTING STARTED 200 Reading Begin: _____ End: _____			
Developmental Reading: See level descriptions in 200 book.			
OBJECTIVES	**RESOURCES**	**LISTENING/SPEAKING INTEGRATION**	**EVALUATION**
Given visuals, identify items and actions related to the school.	__ Language Builder: Actions at School Getting Started 200 crossword puzzle	__ English Express IVD	Date: Teacher initials: _____
Identify family relations over 3 generations.	__ Language Builder: The Family __ BK-231B Real-Life English Wrkbk 2; p 3-4	__ AT-518 Ready? Listen!; ex. 51-53 __ English Express IVD	Date: Teacher Initials: _____
Read about families.	__ Personal Stories 3; p. 1-28 __ Easy True Stories; unit 5, 16, 18	__ Retell story orally	Date: Teacher Initials: _____

ALC REEP Arlington Public Schools, copyright 1994

ALC GETTING STARTED 200 **Writing** Begin: _____ End: _____			
Developmental Writing: See level description in 200 book.			
OBJECTIVES	**RESOURCES**	**LISTENING/SPEAKING INTEGRATION**	**EVALUATION**
Complete simplified personal identification form.	__ BK-231B Real-Life English 2; p. 11 __ BK-213A Lifeskills 1; p. 10		Date: Teacher initials: _____
Write about your family.	__ Drawing Out; p. 11-12 __ Personal Stories 3; p. 1-28 __ Easy True Stories; p. 65, 73		Date: Teacher Initials: _____

ALC REEP Arlington Public Schools, copyright 1994

Vocabulary

The following software programs consist of a lesson, summary, and mastery test. Log onto the program with your first and last name. If you do not have time to finish a program, press [Esc], and take the EARLY OUT. The computer will remember where you left off and start you at that point the next time.

Student Comments:

BLS VOCABULARY SKILLS				
Vocabulary Skills 1 SF-307: root words, prefixes, homonyms & compounds	Lesson Score ____	Lesson Date ____	Test Score ____	Test Date ____
Vocabulary Skills 2 SF-308: direct definition, comparison, contrast, dictionary skills	Lesson Score ____	Less. Date ____	Test Score ____	Test Date ____

BLS STRUCTURAL ANALYSIS OF WORDS				
Structural Analysis of Words 1 SF-309: compounds, contractions/possessives, syllables, inflectional endings	Lesson Score ____	Lesson Date ____	Test Score ____	Test Date ____
Structural Analysis of Words 1 SF-310: suffixes, prefixes, word building, roots & morphemes	Lesson Score ____	Lesson Date ____	Test Score ____	Test Date ____

The following lessons are part of INVEST. You will have three chances to pass each reading. Write your score on the lines provided.

Word Analysis - Prefixes						
Unit	Prefixes, Lesson Numbers, and Scores					
I	#64: un-, pre- SCORE: ___ ___ ___ Date:_____	#65: re-, dis- SCORE: ___ ___ ___ Date:_____	#66: in-, out- SCORE: ___ ___ ___ Date:_____	#67: en-, inter- SCORE: ___ ___ ___ Date:_____	#68: in-, mis- SCORE: ___ ___ ___ Date:_____	#69: review SCORE: ___ ___ ___ Date:_____
II	#198: non-, de-, mid-, trans- SCORE: ___ ___ ___ Date:_____	#199: a-, sub-, semi-, half- SCORE: ___ ___ ___ Date:_____	#200: fore-, post-, over-, under- SCORE: ___ ___ ___ Date:_____	#201: tele-, micro-, anti-, ultra- SCORE: ___ ___ ___ Date:_____	#202: uni-, mono-, bi-, multi-, tri- SCORE: ___ ___ ___ Date:_____	#203: review SCORE: ___ ___ ___ Date:_____
III	#342: pro-, ex-, com-, con- SCORE: ___ ___ ___ Date:_____	#343: auto-, extra-, co-, il-, ir- SCORE: ___ ___ ___ Date:_____	#344: review SCORE: ___ ___ ___ Date:_____	#345: review SCORE: ___ ___ ___ Date:_____	#346: review SCORE: ___ ___ ___ Date:_____	

Student Comments:

Building Vocabulary

1. Objective: To use available contextual clues to deduce meaning of new word in context.

a. To recognize the parts of speech of new words.

STUDY: BK-611 *Mosaic 1 - Grammar,* pgs. 3-9
BK-1301 *Vocabulary Builder 1,* pgs. 46-47

TASK: 1. *READY* (Topic of choice)
and/or
2. *GOAL : On the Job,* Vocabulary for level 3 reading
3. *GOAL: On the Job,* level 3, Reading
   a. list new words.
   b. copy sentences the words are used in
   c. identify the part of speech of words in sentences

EVALUATION: *Focus On Editing; pg 84-85* DATE: _____

EVALUATOR COMMENTS: Signature _____

STUDENT COMMENTS:

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b. To associate the sentence and paragraph topic with the meaning of the new word.
c. To scan previous and subsequent sentences for clues to meaning of new word.

STUDY: SF-308 *Vocabulary Skills, disk 2*
BK1403 *Study Skills* (Yorkey), pg. 68

TASK: 1. *READY* (Topic of choice)
and/or
2. *GOAL: On the Job,* level 4, Vocabulary
GOAL: On the Job, level 4, Reading
BK1403

EVALUATION: *Study Skills,* (Yorkey), pgs. 69-74 DATE: _____

EVALUATOR COMMENTS: Signature _____

STUDENT COMMENTS:

2. Objective: To recognize roots and learn common prefix and suffix meanings:

STUDY: SF-307 *Vocabulary Skills*, disk 1
and/or
SF-310 *Structural Analysis of Words*, disk 2
SF-303 *Prefix Power* (If extra work is needed)
SF-304 *Suffix Power* (If extra work is needed)

TASK: 13K *Getting a Fix on Vocabulary*, lessons 2-6

EVALUATION: BK1403 *Study Skills*, (Yorkey), pgs. 47-53 DATE _____

EVALUATOR COMMENTS: Signature _____

STUDENT COMMENTS:

3. Objective: To associate new words with synonyms

STUDY: SF-300 *Word Attack Plus*
BK-1302 *Vocabulary Builder 2*, pgs. 56-61

TASK: After learning new words from the word lists on *Word Attack Plus*, list as many synonyms as you can for the new word. Write original sentences for the new words.

EVALUATION: *504 Absolutely Essential Words*, chapter 16 with quiz. (Teacher: See the transition binder for quiz)

DATE: _____

EVALUATOR COMMENTS: Signature _____

STUDENT COMMENTS:

4. Objective: To associate new words with a topic or group of known words.

STUDY: (focus group)

TASK: Identify new words from the readings and cluster meaning.

EVALUATION: Make clusters/word networks. DATE: _____

EVALUATOR COMMENTS:

STUDENT COMMENTS:

LEGAL SERVICES LEVEL 450			
OBJECTIVES	**FUNCTIONS AND SAMPLE LANGUAGE**	**RESOURCES**	**INTEGRATION**
2. Given a telephone recording, identify type of assistance available, office hours, and location.	Impart/seek factual information: The ____ handles ____. The office is open ____. The office is located ____.	44 Ways to Use the Telephone: Recorded Messages	Health: making appointments Cross-culture: recordings
3. Given an appointment or telephone inquiry, request assistance and/or clarification.	Request Assistance: I am having a problem with ____. Can you help me? Asking for Clarification: I'm sorry. I didn't hear you. What number should I call?	Expressways 3 Unit 4	Work in the USA: clarification
4. Given information from resources, state major rights and responsibilities.	Impart factual information: I must not drink and drive. I should report crimes immediately. I have the right to an attorney.	Handbook for Citizenship p.64-71 It's Your Right Unit 6, 8 American Government: Freedoms, Rights, Responsibilities Unit 2,3,4 It's Yours: the Bill of Rights (all) Arlington brochures	Civics and Government: Rights Structures: modal verbs Cross-culture: rights and responsibilities of citizens.
5. Given a legal issue, identify the problem(s), possible solutions, and consequences.	Expressing opinion: I think the best solution is ____. If you do that, ____.	Problem Solving(Units depend on topics chosen) Student-generated problems	Structures: if clauses Cross-culture: approach to problem solving
6. Given a legal issue, complete a written report, including necessary forms and a description of the incident.		It's Your Right Unit 2, 7 Report forms (eg. accidents, crimes, discrimination)	
CAI/AV: Goal: Reading Level 4: facts, mixed. Where in the World is Carmen San Diego?			

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GRAMMAR MASTERY LEVEL C

	A	B	C	D	E	F	G	H
C1	Pre-test Irregular verb forms Blue Azar; pgs.64-66	Blue Azar; pg.99 "Past Perfect Verb Forms"	Grammarwork 4; pgs.45-46 "Using Past Perfect"	Structure Practice in context #3 pgs.26-27 ESL Grammar workbook 2 pgs.51-53 "Adv. with present perfect."				
C2	Pre-test "Review of modals"	Structure Practice in context 3 pgs.68,69 "Past Modals-Intro"	Structure practice 3 pgs.70,71 "Past Modals-Practice"	"Past modal test"				
C3	Blue Azar; pgs.123,124,125,126 "Identify the Passive"	Structure Practice in context 3, pgs.48,49 "Form the Passive"	Structure Practice 3 pgs.42-47 "Passive in other tenses"	Review Game "Pyramid Game"				
C4	Blue Azar; pgs.232-234 "Noun clause w/wh"	Structure Practice 3 pgs.74,75 "Word Order w/wh"	Blue Azar; pgs.242-245 "Reported speech"	Grammarwork 4 pgs.90,91 "Reported speech"	Azar pgs.237-241 Structure 2, pg.74 "That clause after verbs of saying and thinking"	"That clauses of demand and suggestion"	Azar pgs.238-242 "It + Be + Adj + that"	
C5	Structure practice in context 3, pg.4 "Real Conditions"	"Present/Future Unreal"	"Past Unreal"	for review AZAR chapter 14"				
C6	Azar workbook pg.117 "Adjective + Infinitive"	Grammar exercises 2 pgs.123-125 and 127-130 "V + Inf. or ger."	Structure Practice in context pgs.58-59 "V + Inf. or ger."	Structure Practice in context 3 pgs.56,57 "V + Obj. + Inf. or gerund or simple form"				

Appendix III: Keeping Records & Keeping Organized

Active File Information Form

Name: _____ Start Date: _____

Native Country: _____ Test Scores: _____

Placement: _____

Years of education in native country: _____

Special comments about education (vocational, military, university, etc.):

_____

_____

Years of English study: _____

Goals for study: _____

_____

Focus areas (oral communication, listening comprehension, etc.):

_____

Materials to start with: _____

_____

_____

Other relevant information: _____

_____

_____

_____

Evaluation Information

Date:_____ hours completed:_____

Teacher comments:_____

_____

_____

_____

Student comments:_____

_____

_____

_____

Date:_____ hours completed:_____

Teacher comments:_____

_____

_____

_____

Student comments:_____

_____

_____

_____

Date:_____ hours completed:_____

Teacher comments:_____

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Student comments:_____

_____

_____

Date	Reading	Writing	Grammar	Vocabulary	Listening	Other
comments:						
comments:						
comments:						
comments:						
comments:						
comments:						
comments:						
comments:						
comments:						
comments:						
comments:						

Name _____
Participant # _____ SSN# _____
(Hours allotted) _____
Start date _____
Expiration date _____

_____
_____
_____
JumpStart ref. _____
JumpStart ETC _____
Workplace at _____

Week of _____ (month,day,year)

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SATURDAY		WEEKLY	QUARTER
IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	Total	Total
hrs.													

Week of _____ (month,day,year)

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SATURDAY		WEEKLY	QUARTER
IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	Total	Total
hrs.													

Week of _____ (month,day,year)

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SATURDAY		WEEKLY	QUARTER
IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	Total	Total
hrs.													

Week of _____ (month,day,year)

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SATURDAY		WEEKLY	QUARTER
IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	Total	Total
hrs.													

Week of _____ (month,day,year)

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SATURDAY		WEEKLY	QUARTER
IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	Total	Total
hrs.													

Week of _____ (month,day,year)

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SATURDAY		WEEKLY	QUARTER
IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	Total	Total
hrs.													

BEST COPY AVAILABLE

Name: _____ ID No: _____

Work Schedule for _____ Class
Focus: _____

Date	Time In	Time Out	Total
_____	_____		
_____	_____		
_____	_____		
_____	_____		

Writing
Vocabulary/Grammar
Reading
Other

Teacher's Name: _____ Level: _____

1. Did you enjoy studying English in the learning center with your class?

   No A little Usually I liked it a lot

   Why or why not? _____

   _____

   _____

2. What computer programs did you use while you studied?
   (Check those that you used.)

   ____ grammar ____ vocabulary ____ reading

   ____ word processing ____ spelling ____ VA View

   ____ Prodigy

   ____ programs that helped me learn typing ____ programs that helped with speaking

   ____ programs that helped me learn about finding jobs

   ____ other _____
   (please describe)

3. Of these programs, pick two that you found most helpful:

   _____

   Why were these programs helpful? _____

   _____

4. Were any programs not helpful? _____

   _____

   Why? _____

5. Did you use language master cards? Yes No
   Did you use them for:

   ____ reading practice ____ vocabulary ____ pronunciation

   Did you like them? Yes No

6. Did you use cassettes for:

   ____ test-taking practice ____ communication practice ____ pronunciation

   Did you enjoy this? Yes No

Teacher's Name: _____ Level: _____

You will be working in the ALC with your class on the following dates:

_____.

Please complete this questionnaire before meeting with the ALC manager to discuss your class. Thank you.

Objective to be worked on in ALC: _____

Will your class be grouped? Yes No

If yes, explain how you will group your class: _____

_____

_____

Will you have focus groups? Yes No

If yes, what activities would you like students to work on? What materials will the students use? Who will be conducting the groups?

_____

_____

_____

_____

Would you like orientation materials? Yes No

Would you like the teacher to give a software orientation to your students? Yes No

To be completed with ALC manager: Software to use:

Internal Software Consultants

If you have questions about how software works, see the following people about:

Word Attack 3: Lynda & Dorothy
Spell It! 3: Lynda, Dorothy, Pat
Goal (authoring): Lynda, Jennifer, Dorothy, Sharon
Print Shop Deluxe: Betty & Hung
Windows related questions: Dorothy, Hung, Donna
Word Perfect: Sharon or Tom for sticky questions
Virginia View: Sharon & Phil
English Express on CD: Dorothy, Kate, Lynda
English Express on Laserdisc: Dorothy & Susan O.
Language Builder: Any ALC staff member
Speech Master: Any ALC staff member
Expert! Software: Pat Thurston
Prodigy: Any ALC staff member
PC USA: Lynda & Donna
Maps & Facts: Donna, Lynda, Dorothy
Invest Management System: Kathleen & Dorothy
Questions about Invest Lessons: ALC teachers
Grammar Mastery: Any ALC staff member
Write: Lynda & Dorothy
Where in the World is Carmen SanDiego: Dorothy
MahJong (Road Signs): Dorothy
Super Talk to Me: Dorothy